DOCUMENT RESUME

ED 311 951 JC 890 453

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TITLE A Longitudinal Look at the 1988 Cohort of Transfer Summer Program Participants' Academic Progress and Social and Cultural Adjustment to the University of California, Los Angeles.
INSTITUTION California Univ., Los Angeles. Office of Academic Interinstitutional Programs.
PUB DATE Sep 89
NOTE 41p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Persistence; *College Transfer Students; Community Colleges; Educational Counseling; Higher Education; *High Risk Students; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *School Orientation; State Universities; Student Adjustment; Summer Programs; *Transfer Programs

ABSTRACT

The University of California at Los Angeles's (UCLA's) Transfer Summer Program (TSP) is designed to increase the academic achievement, retention, and graduation rates of underrepresented and low-income students and to ease their transition from community college to UCLA. In 1989, a study was conducted to assess the extent to which TSP students felt that the program had fulfilled its goals and objectives. All 75 students who attended TSP in summer 1988 were surveyed regarding the effectiveness of the program in light of their experiences at UCLA, the quality and availability of campus services, and their use of these services. In addition, the study examined the students' academic progress through winter 1988-89. Study findings, based on a 36% response rate, included the following: (1) the TSP students were 52% female and 48% male, with an ethnic breakdown of 36% Chicano, 36% Black, 20% Latino, and 8% Filipino; (2) in fall 1988, 56% of the students worked part time on campus, 41% worked off campus, and 74% had family responsibilities to meet; (3) overall, students rated the fulfillment of TSP's academic goals (e.g., aiding academic adjustment to UCLA and increasing control over their academic future) lower than its non-academic goals (e.g., increasing self-confidence and aiding in the social and cultural adjustment to UCLA); (4) although 63% of the students were able to keep up in most of their classes, 54% indicated that their fall classes were more difficult than expected; (5) on average, students indicated that TSP "adequately" prepared them to participate effectively in the classroom, to assess their abilities, and to interact with others; (6) 25% were dissatisfied with the quality and 20% dissatisfied with the availability of their departmental advisor; (7) over half of the students did not use available tutorial or counseling services; and (8) 94% of the TSP students continued at UCLA through spring 1989. A list of transition programs for students and the survey instrument are appended. (VVC)

ED311951

A Longitudinal Look at the 1988 Cohort of Transfer Summer Program Participants' Academic Progress and Social and Cultural Adjustment to the University of California, Los Angeles

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September 1989
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EXECUTIVE SUMMARY
A LONGITUDINAL LOOK AT THE 1988 COHORT OF TRANSFER SUMMER PROGRAM PARTICIPANTS' ACADEMIC PROGRESS AND SOCIAL AND CULTURAL ADJUSTMENT TO THE UNIVERSITY OF CALIFORNIA, LOS ANGELES

Introduction. This research report was designed to assess the extent to which the summer 1988 cohort of Transfer Summer Program (TSP) students thought that TSP fulfilled its academic and non-academic goals and objectives, given their experiences during their first quarter at UCLA. In addition, the report also takes a longitudinal look at the students' academic progress through Winter quarter of the 1988-1989 academic year. This report is a companion piece to the *1988 Evaluation of the Freshman Summer Program and Transfer Summer Program: Phase II.* Refer to page 1.

Population Demographics. Fifty-two percent of the TSP students were female and 48% were male. The ethnic breakdown was 36% Chicano, 36% Black, 20% Latino, and 8% Filipino. During fall quarter of the 1988-1989 academic year, 56% of the students reported working in paid positions on-campus and 41% reported working in paid positions off-campus. A majority of the students employed on-campus worked between 6 and 15 hours per week, and students employed off-campus worked between 11 and 20 hours per week. It should be noted, however, that a student could be employed both on- and off-campus. Fifty-nine percent commuted to campus and 74% stated that they spent time every week taking care of family responsibilities. Thirty-seven percent participated in student clubs or activities and 37% reported participating in recreational sports activities. A majority of the students (93%) indicated that they had taken three courses during the fall quarter. Ninety percent (90%) of the TSP students were admitted to UCLA as juniors, 8% as sophomores, and 2% as freshman. The top three feeder California Community Colleges to TSP were Santa Monica (10%), East Los Angeles College (9%), and Cerritos Community College (6%). Refer to page 3.

Fulfillment of TSP Goals and Objectives - Conclusions. TSP students rated the fulfillment of the non-academic goals/objectives higher than the fulfillment of the academic goals/objectives. Ratings for both the academic and non-academic goals and objectives were in the "moderate" range, indicating that students did not think that TSP fulfilled all its intended goals and objectives. Students also indicated that the academic goals/objectives, such as aiding academic adjustment to UCLA and given them an increasing control over their academic future, were only "moderately" fulfilled. Therefore, TSP may not be preparing students to face the academic rigors of UCLA. When asked about the fulfillment of non-academic goals and objectives, a majority of the students indicated that TSP facilitated their transition to university life. Over one-quarter of the students, however, did not perceive themselves as members of the UCLA community. Refer to pages 3 - 5.

Preparation Issues - Conclusions. On average, a majority of the students indicated that TSP "adequately" prepared them to participate effectively in a classroom and to assess their abilities and interact with others. Black students, by far, gave both the Classroom Participation and Abilities and Attitudes Scales the highest ratings, while Latino, Filipino, and Chicano students gave both scales much lower ratings. Refer to page 9.

Quality, Availability, and Utilization of Campus Resources - Conclusions. TSP students tended to under-utilize many campus services, but were satisfied with the services they did use. One exception, however, was their departmental advisor. Twenty-five percent of the TSP students were "dissatisfied" with the quality and 20% were "dissatisfied" with the availability of their departmental advisor. Fifty-two percent of the TSP students indicated that they never utilized AAP Tutorial services, while 63% indicated that they never utilized AAP Counseling services. Large differences in utilization patterns of AAP services exist, particularly in the area of counseling. Over two-thirds of both Chicano and Black students never utilized AAP Counseling services. Students were slightly more satisfied with the quality of AAP Tutorial services, as compared to the availability of AAP Tutorial services. Satisfaction with both services was in the "moderate" range. Students were equally satisfied with both the quality and availability of AAP Counseling services. Black students gave AAP Tutorial services the highest ratings, while Filipino students gave the lowest ratings. For AAP Counseling services, all ethnic groups gave approximately equal ratings. Refer to pages 9 - 12.

Academic Performance - Conclusions. The mean GPA achieved by students during FSP/TSP (Summer '88) was 2.74, it fell substantially during the Fall quarter to 2.21, and then increased slightly to 2.32 in Winter quarter. The mean cumulative GPA for Summer, Fall, and Winter quarters was 2.46, or approximately a C+ average. For all three quarters (Summer, Fall, and Winter), White students performed the highest, while Filipino and Latino students performed the lowest. Filipino and Latino students showed a decrease in GPA from Summer to Fall, and then again from Fall to Winter. White, Black and Chicano students, on the other hand, showed a decrease in GPA between Summer and Fall quarters, then showed an increase in GPA between Fall and Winter quarters. And, for all Fall and Winter quarters, female students maintained a slightly higher GPA than male students. When asked how often the students attended Fall lecture sections, 82% indicated that they attended lecture sections 100% or almost 100% of the time, 15% attended lecture sections approximately 75% of the time, and only 4% attended lecture sections approximately 50% of the time or less. When students were asked how often they attended discussion/quiz sections, 82% indicated that they attended the sections 100% or almost 100% of the time and 18% attended quiz/discussion sections approximately 75% of the time. Attending quiz/discussion and lecture sections was positively related to a high GPA. Refer to pages 17 - 23.

Persistence Rates - Conclusions. Ninety-four percent of the TSP students continued at UCLA through Spring quarter of the 1988-1989 academic year. When the cumulative grade point averages of persisters and non-persisters are compared, students who persist have a much higher cumulative grade point average, compared to those who do not persist (1.0 vs. 2.45). Refer to page 23.

A LONGITUDINAL LOOK AT THE 1988 COHORT OF TRANSFER SUMMER PROGRAM PARTICIPANTS' ACADEMIC PROGRESS AND SOCIAL AND CULTURAL ADJUSTMENT TO THE UNIVERSITY OF CALIFORNIA, LOS ANGELES

INTRODUCTION

This research report was designed to assess the extent to which the summer 1988 cohort of Transfer Summer Program (TSP) students thought that TSP fulfilled its academic and non-academic goals and objectives, given their experiences during their first quarter at UCLA. In addition, the report also takes a longitudinal look at the students' academic progress through Winter quarter of the 1988-1989 academic year. This report is a companion piece to the *1988 Evaluation of the Freshman Summer Program and Transfer Summer Program: Phase II.*

While UCLA has several programs designed to help students transition from two- to four-year institutions (see Appendix I for a brief description of the programs), TSP is unique in that it serves students from underrepresented and low-income groups. Because two-year colleges are the principle gateway to higher education from underrepresented and low-income students and because of the low transfer rates among these students, it is imperative that those who transfer to a four-year institution persist and achieve. This report provides Academic Advancement Program (AAP) and College of Letters and Science (L&S) administrators with evidence on how to increase the probability that underrepresented and low-income students will succeed at UCLA. (A complete description of the entire comprehensive, external evaluation of the 1988 Freshman Summer Program and Transfer Summer Program (FSP/TSP), a historical overview of FSP/TSP, the format and design of the program, and a description of the population can be found in evaluation reports -- the *1988 Evaluation of the Freshman Summer Program and Transfer Summer Program: Phase I* and the *1988 Evaluation of the Freshman Summer Program and Transfer Summer Program: Phase II.*)

GOALS AND OBJECTIVES OF THE FRESHMAN SUMMER PROGRAM AND TRANSFER SUMMER PROGRAM

The Freshman Summer and Transfer Summer Programs (FSP/TSP) are designed to increase the academic achievement, retention, and graduation of underrepresented and low-income students. The goals and objectives of the program, as stated in the Mission and Goals Section of the 1988 Summer Programs Handbook, are:

- "To facilitate entering students' transition from high school and community college to UCLA;
- To increase the potential for the persistence, retention, and graduation of Summer Program students by introducing the academic demands of university life, the social, political, cultural, context of university life, and university structure, resources and services;
- To facilitate the development of critical thinking, academic skills, and personal and social responsibility;

- o To introduce AAP retention services to eligible students, including counseling, learning skills and tutoring;
- o To promote the appreciation of racial, cultural, and socioeconomic diversity at UCLA and foster the ability of Summer Program students to function in the university environment; and
- o To build and reinforce the positive self image, inner confidence and self direction of Summer Program Students."

METHODOLOGY

To obtain an understanding of how TSP students adjusted to the academic, social, and cultural demands of university life, the evaluator tracked students through their first two quarters at UCLA, collecting both attitudinal and academic data.

Attitudinal data

Attitudinal data was obtained using the *FSP/TSP Final Questionnaire*. The questionnaire was designed to give students an opportunity to assess the extent to which the goals and objectives of TSP were met, in light of their experiences at UCLA. Additionally, the questionnaire asked students to rate the quality and availability of various campus services and to indicate whether or not they utilized the services. The *FSP/TSP Final Questionnaire* was designed as a close-ended mail questionnaire, and took approximately 20 minutes to complete. (See Appendix II for a copy of the questionnaire.)

The names and addresses of all 1988 TSP students were obtained from both the UCLA Registrar and AAP staff. Because the lists did not match, only those students whose names appeared on both lists were sent a questionnaire. It was later determined that both the Registrars list and the list obtained from AAP were incorrect (e.g., students were on a list who had not attended FSP/TSP during the summer of 1988). The final population of students identified as attending TSP during the summer of 1988 was 75. Questionnaire packets were prepared for the 75 students, each containing a questionnaire with a pre-affixed label with the students' name and UCLA identification number, a cover letter explaining the purpose of the questionnaire, and a self-address stamped return envelope. The evaluator decided to use pre-affixed labels with names and identification numbers so that student responses could later be matched with their academic records. Previous work done by the researcher indicated that students do not automatically provide their name and identification number when requested. The initial wave of questionnaires were sent to students during the third week of February. After three weeks (or during the second week of March), those students who had not returned their questionnaire were sent a second packet containing a questionnaire with label, a cover letter explaining the importance of completing and returning the questionnaire, and a self-addressed stamped return envelope. This mailing constituted the second wave of the questionnaire distribution. The cutoff date set for accepting returned questionnaires was the end of the first week of May. Questionnaires received after this date were not included in the analysis. **Of the 75 questionnaires sent, 27 were returned, indicating a return rate of 36%.**

Because of the low return rates, Chi-square tests of significance were computed to determine whether or not there were differences between the type of student who completed and returned the questionnaire and the type of student who did not. The results from the Chi-square tests determine whether or not the responses from students who completed and returned their questionnaires could be generalized to the entire population of TSP students. **No differences were found between respondents and non-respondents in the areas of gender (X^2=.347, p=.555), ethnicity (X^2=9.672, p=.085), area of study (X^2=3.649,**

p=.600), or cumulative grade point average (F=.0839, p=.773). Therefore, it is very reasonable to assume that the students who completed and returned the questionnaire are representative of the entire cohort of 1988 TSP students.

Academic Data

Students' summer, fall, and winter grades, along with the number of units completed and declared major were obtained from the UCLA's Student Record System (SRS). The final analytic file used for this study was created by merging the attitudinal data from the questionnaire with the academic data from the SRS.

FINDINGS

Population Demographics. Demographic information obtained on the 1988 cohort of TSP students revealed that 52% were female and 48% were male. The ethnic breakdown was 36% Chicano, 36% Black, 20% Latino, and 8% Filipino (see questions #20 and #21, respectively). During fall quarter of the 1988-1989 academic year, 56% of the students reported working in paid positions on-campus and 41% reported working in paid positions off-campus. It should be noted, however, that a student could be employed both on- and off-campus. A majority of the students employed on-campus worked between 6 and 15 hours per week, and students employed off-campus worked between 11 and 20 hours per week. Fifty-nine percent (59%) commuted to campus and 74% stated that they spent time every week taking care of family responsibilities. Thirty-seven percent (37%) participated in student clubs or activities and 37% reported participating in recreational sports activities (see questions #16k, #16l, #16n, #16m, #16i, and #16j, respectively). **Compared to the 1988 cohort of FSP students, TSP students participated to a lesser extent in campus activities and were employed off-campus more hours per week.** Low participation in campus activities and a high rate of employment off-campus could cause this group of students to be less integrated in the university environment. AAP and L&S administrators should, therefore, encourage these students to participate in on-campus activities. One possibility is activities specifically designed for transfer students (e.g., *Transfer Student Association* -- see Appendix I for a brief description). In addition, AAP and L&S administrators may want to consider helping TSP students, during the summer program to secure on-campus employment on campus.

A majority of the students (93%) indicated that they had taken three courses during the fall quarter, 4% indicated that they had taken four courses, and 4% indicated that they had taken only two courses during the fall quarter (see question #23). Ninety percent (90%) of the TSP students were admitted to UCLA as juniors, 8% as sophomores, and 2% as freshman. Students were most likely to transfer from a community college rather than another four-year institution (99% vs. 1%). The top three feeder California Community Colleges to TSP were Santa Monica (10%), East Los Angeles College (9%), and Cerritos Community College (6%).

Table 1 presents the distribution of students within area of study. By the end of winter quarter, 31% had declared a major within the College of Letters and Science Division of Humanities, 26% within the Division of Social Sciences, and 20% within the Division of Life Sciences. Eleven percent (11%) of the students had not declared major. This finding is consistent with the percentage of students who entered UCLA as either sophomores or juniors.

Fulfillment of TSP Program Goals and Objectives. The first section of the *FSP/TSP Final Questionnaire* was constructed as a series of 5-point likert items. From these items, the evaluator created subscales and renamed them to reflect their content more accurately. To obtain high instrument reliability, the researcher chose not to have questions stand alone,

Table 1
Distribution of TSP Students
Within Area of Study

Area of Study	Number (%)*
College of Letters and Science	
Humanities	22 (31%)
Life Science	14 (20%)
Physical Science	3 (4%)
Social Science	18 (26%)
School of Engineering	3 (4%)
School of Fine Arts	3 (4%)
Unknown/Not Declared Major	8 (11%)
TOTAL	71 (100%)

Number - The number of TSP students identified from UCLA's Student Record System

but rather to group them together in scales that reflect the content in a more stable manner. For the goals and objectives section of the *FSP/TSP Final Questionnaire*, two subscales were created -- an **Academic Goals/Objectives Scale**, referring to the extent to which the academic goals and objectives of TSP were accomplished, and a **Non-Academic Goals/Objectives Scale**, referring to the extent to which the non-academic goals and objectives of TSP were accomplished. **The Internal Consistency Alphas for the two scales were .55 and .78 (see Table 2 for a list of the alpha levels) and are believed to be reasonable.** That is to say, the scales created appear to be reliable and stable measures. Both scales ranged from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and "5" representing a high rating.

Figure 1 presents the results of the TSP students' ratings on the Academic and Non-Academic Goals/Objectives Scales, by ethnicity. Black, Chicano, and Latino students gave fulfillment of the non-academic goals and objectives (increasing self-confidence and aiding in the social and cultural adjustment to UCLA) the highest ratings, while Filipino students gave the scale the lowest rating. For all students, however, ratings of the fulfillment of the non-academic goals were in the "moderate to moderately high" range (3.4 to 4.0). When asked about the programs' fulfillment of the academic goals and objectives (aiding academic adjustment to UCLA and increasing control over their academic future), Black and Chicano students gave the scales the highest ratings(3.9 and 3.8), while Filipino and Latino students gave the scales the lowest ratings (3.5 and 3.4). **Overall, students rated the fulfillment of the academic goals and objectives lower than the fulfillment of the non-academic goals and objectives. Ratings for both the academic and non-academic goals and objectives fell in the "moderate" range, indicating that students did not think that TSP fully accomplished all of its intended goals.**

Table 3 presents the results from three other questions that address the fulfillment of academic goals/objectives. Approximately two-thirds of the students (63%) indicated that they were able to keep up in most of their classes. But **over one-half of the students (54%) indicated that their fall classes were more difficult that they expected them to be, and over one-half of the students (52%) indicated that they found Fall quarter academically more difficult than TSP.** Student responses to the above questions indicate that TSP may not be preparing students to face the academic rigors of UCLA. AAP and L&S administrators may want to consider more closely modeling TSP courses after courses offered during the academic year.

Table 3 also presents the results from two questions which address non-academic program goals/objectives. **When the students were asked if they considered themselves members of the UCLA community, 74% agreed, 4% disagreed, and 22% were unsure. And, when asked if their goal was to graduate from UCLA, 93% agreed, with no students disagreeing.** Responses to these questions point to the fact that while most students though that TSP facilitated their transition to university life, by the second quarter over 25% of the transfer students still did not perceive themselves as members of the UCLA community. Again, this may be due to the lack of integration into the university environment.

Conclusions. *TSP students rated the fulfillment of the non-academic goals/objectives higher than the fulfillment of the academic goals/objectives. Ratings for both the academic and non-academic goals and objectives were in the "moderate" range, indicating that students did not think that TSP fulfilled all of its intended goals and objectives. Students also indicated that the academic goals/objectives, such as aiding academic adjustment to UCLA and increasing control over their academic future, were only "moderately" fulfilled. Therefore, TSP may not be preparing students to face the academic rigors of UCLA. When asked about the fulfillment of non-academic goals and objectives, a majority of the students indicated that TSP facilitated their transition to university life. Over one-quarter of the students, however, did not perceive themselves as members of the UCLA community.*

Table 2
FSP/TSP Final Questionnaire
Internal Consistency Alpha Values

Scales	% of Questions Used in the Scales[a]	Internal Consistency Alpha Values[b]
	54%	
Academic Goals/Objectives Scale[c]		.55
Non-Academic Goals/Objectives Scale[d]		.77
	70%	
Classroom Participation Scale[e]		.77
Abilities and Attitudes Scale[f]		.74

[a] *This value represents the percentage of questions from the preparation section of the questionnaire that were used to construct the scales.*

[b] *Alpha values are calculated for the TSP population.*

[c] *Academic Goals/Objectives Scale was created from the following items: Q3, Q5, and Q6.*

[d] *Non-Academic Goals/Objectives Scale was created from the following items: Q1, Q2, Q4, and Q7.*

[e] *Classroom Participation Scale was created from the following items: Q14b, Q14c, and Q14d.*

[f] *Abilities and Attitudes Scale was created from the following items: Q14g, Q14h, Q14i, and Q14j.*

Figure 1
Fulfillment of Academic and
Non–Academic Goals/Objectives
by Ethnicity

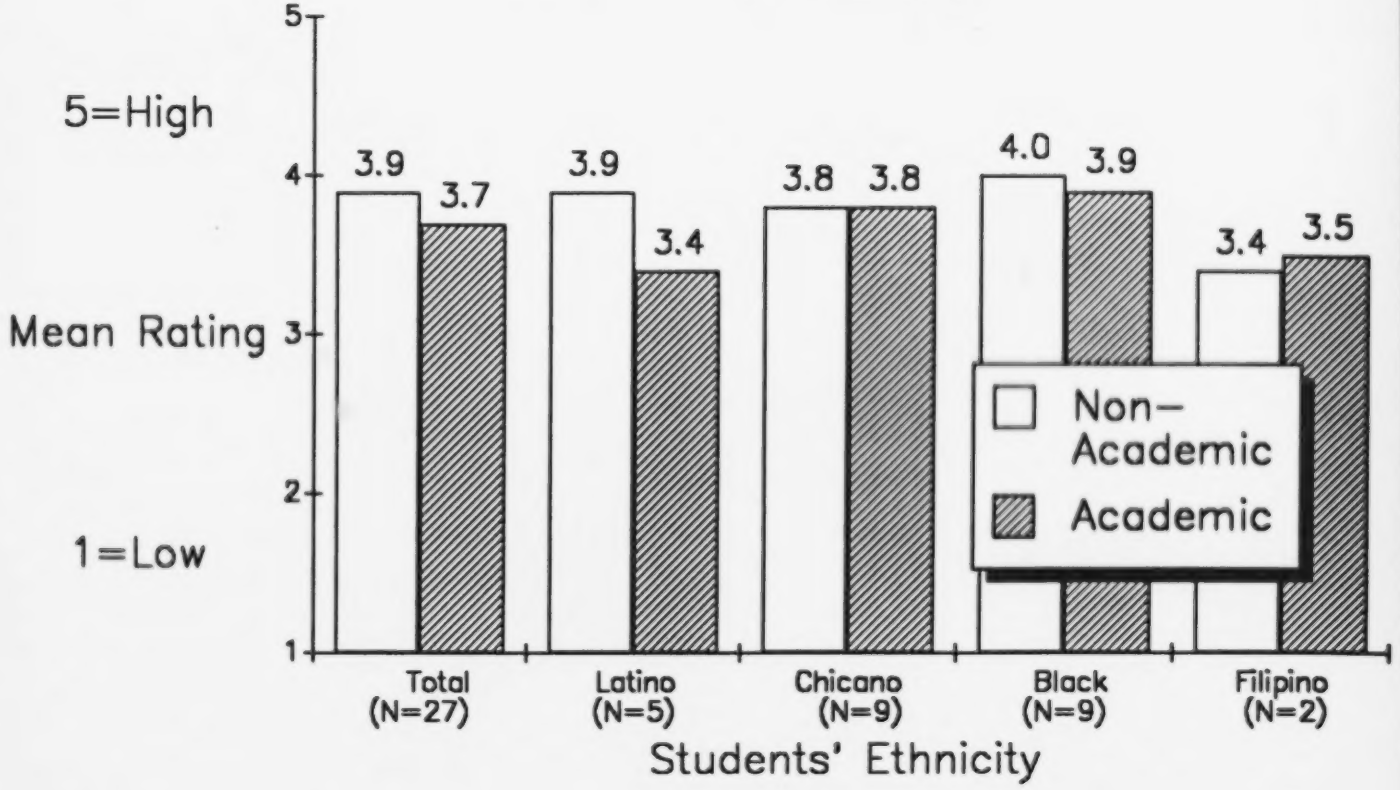


Table 3
TSP Students' Assessment of the Fulfillment of Academic and Non-Academic Goals and Objectives

Statement[a]	Disagree[b]	Neutral	Agree[c]
Academic Goals and Objectives:			
I was able to keep up in most of my classes.	14.8%	22.2% (N=27)	63.0%
On average, my fall classes were more difficult than I expected them to be.	34.6	11.5 (N=26)	53.9
Academically, I found it more difficult during fall quarter than during FSP/TSP.	18.5	29.6 (N=27)	51.9
Non-Academic Goals and Objectives:			
I consider myself a member of the UCLA community.	3.7	22.2 (N=27)	74.1
My goal is to graduate from UCLA.	0.0	7.4 (N=27)	92.6

[a] *Statement - see questions Q8, Q9, Q13, Q12, and Q11, respectively.*

[b] *Disagree - created by collapsing the categories "Disagree" and "Strongly Disagree."*

[c] *Agree - created by collapsing the categories "Agree" and "Strongly Agree."*

Preparation Issues. The *FSP/TSP Final Questionnaire* also asked students how well prepared TSP them to participate effectively in a classroom and to assess their own abilities and attitudes. Questions in this section were constructed as a series of 3-point likert items from which sub-scales were created and then renamed to reflect their content. For the preparation section, two subscales were created -- a **Classroom Participation Scale**, referring to how prepared students are to function effectively in a classroom (e.g., take complete notes, ask questions, understand the content being covered); and an **Abilities and Attitudes Scale**, referring to how prepared students are to assess their own feelings and interact with others (e.g., assess their strengths and weaknesses, relate to others, manage their time). **The Internal Consistency Alphas for the two scales ranged from .77 to .74 (see Table 1 for a list of the alpha levels) and are believed to be very reliable and stable measures.** Both scales ranged from one to three, with "1" indicating that the student considered him/herself poorly prepared, "2" indicating that the student considered him/herself adequately prepared, and "3" indicating that the student considered him/herself well prepared.

Figure 2 presents the results of students' ratings on the Classroom Participation and Abilities and Attitudes Scales, by ethnicity. **On average, students indicated that TSP "adequately" prepared them to participate effectively in a classroom and to assess their abilities and interact with others. (For the Total population [N=27], the mean rating on both the Classroom Participation Scale and the Abilities and Attitudes Scale was 2.3.)** Black students, by far, gave both scales the highest ratings, indicating that they thought TSP "adequately-to-well" prepared them to participate effectively in a classroom (2.5) and to assess their abilities and interact with others (2.6). On the other hand, Latino, Filipino, and Chicano students gave both scales much lower ratings to both scales.

Conclusions. *On average, a majority of the students indicated that TSP "adequately" prepared them to participate effectively in the classroom and to assess their abilities and interact with others. Black students, by far, gave both the Classroom Participation and Abilities and Attitudes Scales the highest ratings, while Latino, Filipino, and Chicano students gave both scales much lower ratings.*

Quality, Availability, and Utilization of Campus Services. The second major section of the *FSP/TSP Final Questionnaire* asked students to indicate how satisfied they were with various campus academic and support services (see questions #15a through #15o). Students could rate the quality and availability of campus services using a likert scale that ranged from one to five, with a "1" meaning that they were very dissatisfied, a "3" meaning that they were neither dissatisfied nor satisfied, and a "5" meaning that they were very satisfied. For academic services, students tended to indicate that they were generally "satisfied" with both the availability and quality of the services -- teaching assistants and English and General Education faculty members. Students were less satisfied with both the quality and availability of Mathematics faculty members and with their departmental advisors. In fact, 25% of the TSP students were "dissatisfied" with the quality and 20% of the students were "dissatisfied" with the availability of their departmental advisor. Students were "very satisfied" with the campus library services. TSP students tended to under-utilize all other campus support services -- L&S counseling, ASK counseling, ARC tutorial, Campus Psychological Services, General Education Professional Seminars, and campus housing.

Students also had the opportunity to rate AAP services. Table 4 presents fall quarter utilization patterns for AAP Tutorial and Counseling services. **Over half of the TSP students (52%) indicated that they never used AAP Tutorial services, while 63% never used AAP Counseling services. It should be noted that a higher percentage of the 1988 cohort of FSP students utilized AAP services, than TSP students.** Thirty percent (30%) of the respondents indicated that they utilized AAP Tutorial services between one and five hours a week and 19% indicated that they used the services as average of six or more hours a week. Twenty-six (26%) of the TSP students indicated that they utilized AAP Counseling

Figure 2
Preparation Scales by Ethnicity

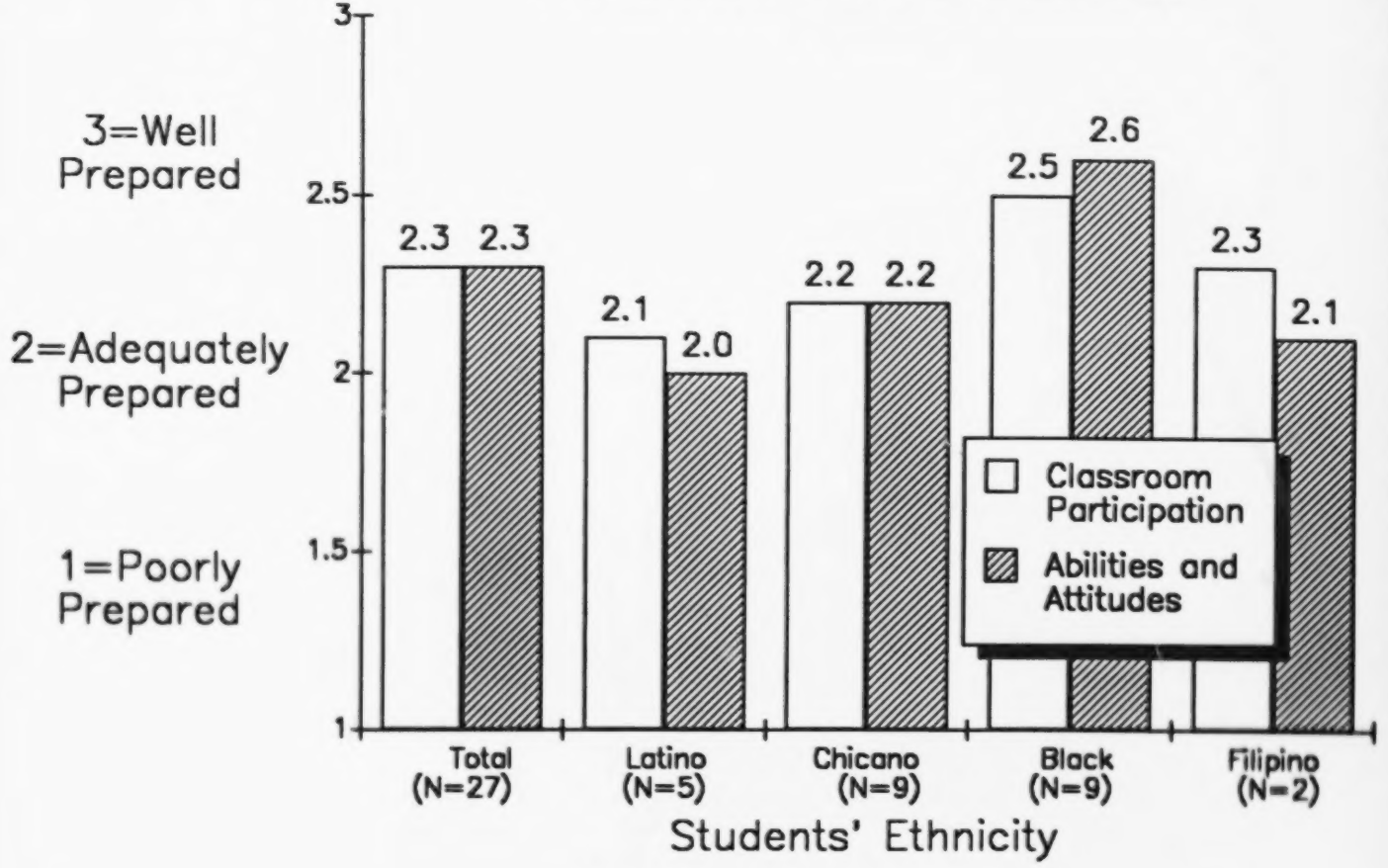


Table 4
Utilization of AAP Services by TSP Students

AAP Services	Not at All	1-5 Hours a Week	6+ Hours a Week[a]
AAP TUTORIAL SERVICES[b]			
(N=27)	51.9%	29.6%	18.5%
AAP COUNSELING SERVICES[c]			
(N=27)	63.0	25.9	11.1

[a] *6+ Hours a Week - Created by collapsing the following categories: 6-10; 11-15; 16-20, and 20 or more.*

[b] *See question Q16d.*

[c] *See question Q16e.*

services one to five hours a week, and 11% indicated that they utilized the services 6 or more hours a week. When asked if they were planning to utilize AAP services during the rest of the 1988-1989 academic year (see question #19), 92% said yes, 4% said no, and 4% were unsure. Clearly, not only did TSP students under-utilized general campus support services, they also under-utilized AAP support services. AAP and L&S administrators should consider ways to encourage students to utilize these services.

Table 5 presents utilization patterns of AAP services by ethnicity. Approximately an equal number of Black, Chicano, and Latino students utilized AAP Tutorial services (56%, 56%, and 60%, respectively), while 100% of the Filipino students utilized the services. A different pattern, however, emerged for utilization of AAP Counseling services. Seventy-eight percent (78%) of the Chicano students did not utilize AAP Counseling services, as compared to 67% of the Black students and 40% of the Latino students. Again, 100% of the Filipino students utilized AAP Counseling services. Because of the large difference in utilization patterns of AAP services, particularly in the area of counseling, AAP and L&S administrators may want to consider ways of increasing the utilization of services particularly among Black and Chicano students.

When TSP students were asked how satisfied they were with the quality of AAP Tutorial services, 67% indicated that they were satisfied, 22% indicated that they were neither satisfied or dissatisfied, and 11% indicated that they were dissatisfied with the AAP Tutorial Services (see Table 6). When asked if they were satisfied with the availability of AAP Tutorial Services, 70% indicated they were satisfied, 10% were neutral, and 20% were dissatisfied. In relation to the 1988 cohort of FSP students, TSP students where more satisfied with the quality of AAP Tutorial services, as compared to FSP students, and less satisfied with the availability of AAP Tutorial services, as compared to FSP students. When satisfaction with AAP Tutorial services was broken down by ethnicity (see Figure 3), Chicano students gave both the quality and availability of AAP Tutorial services very high ratings(4.5 and 4.0), indicating they were "satisfied to very satisfied" with the services. Filipino students gave both quality and availability the lowest ratings (3.5 and 3.5). On average, students were "moderately satisfied" with AAP Tutorial services ([N=18], 4.1 and 3.8).

While students utilized AAP Counseling services less than AAP Tutorial services, students reported similar satisfaction for both services. When asked about the quality of AAP Counseling services, 67% indicated that they were satisfied, 22% indicated that they were neither satisfied or dissatisfied, and 16% indicated that they were dissatisfied with the quality of AAP Counseling services (see Table 6). The same pattern was found with respect to the availability of Counseling services. When satisfaction with AAP Counseling services was broken down by ethnicity (see Figure 4), Chicano and Filipino students were slightly more satisfied with AAP Counseling services, as compared to Latino and Black students. All ethnic groups were equally as satisfied with the quality and availability of the services.

Conclusions. *TSP students tended to under-utilize many campus services, but were satisfied with the services they did use. One exception, however, was their departmental advisor. Twenty-five percent of the TSP students were "dissatisfied" with the quality and 20% were "dissatisfied" with the availability of their departmental advisor. Fifty-two percent of the TSP students indicated that they never utilized AAP Tutorial services, while 63% indicated that they never utilized AAP Counseling services. Large difference in utilization patterns of AAP services exist, particularly in the area of counseling. Over two-thirds of both Chicano and Black students never utilized AAP Counseling services. Students were slightly more satisfied with the quality of AAP Tutorial services, as compared to the availability of AAP Tutorial services. Satisfaction with both services was in the "moderate" range. Students were equally satisfied with both the quality and availability of AAP Counseling services. Black students gave AAP Tutorial services the highest ratings, while Filipino students gave the lowest ratings. For AAP Counseling services, all ethnic groups gave approximately equal ratings.*

Table 5
TSP Students' Utilization of AAP Services by Ethnicity

Ethnicity	Non-Utilization of Tutorial Services	Non-Utilization of Counseling Services
Black (N=9)	56%	67%
Chicano (N=9)	56%	78%
Latino (N=5)	60%	40%
Filipino (N=2)	0%	0%

Table 6
TSP Students' Satisfaction with AAP Services

AAP Services Satisfied[b]	Dissatisfied[a]		Neutral
AAP TUTORIAL SERVICES[c]			
Quality (N=18)	11%	22%	67%
Availability (N=20)	20	10	70
AAP COUNSELING SERVICES[d]			
Quality (N=18)	11	22	67
Availability (N=18)	11	22	67

[a] *Dissatisfied - created by collapsing the categories "Dissatisfied" and "Very Dissatisfied."*

[b] *Satisfied - created by collapsing the categories "Satisfied" and "Very Satisfied."*

[c] *See question Q15e.*

[d] *See question Q15h.*

Figure 3
Transfer Students' Satisfaction
with AAP Tutorial Services
by Ethnicity

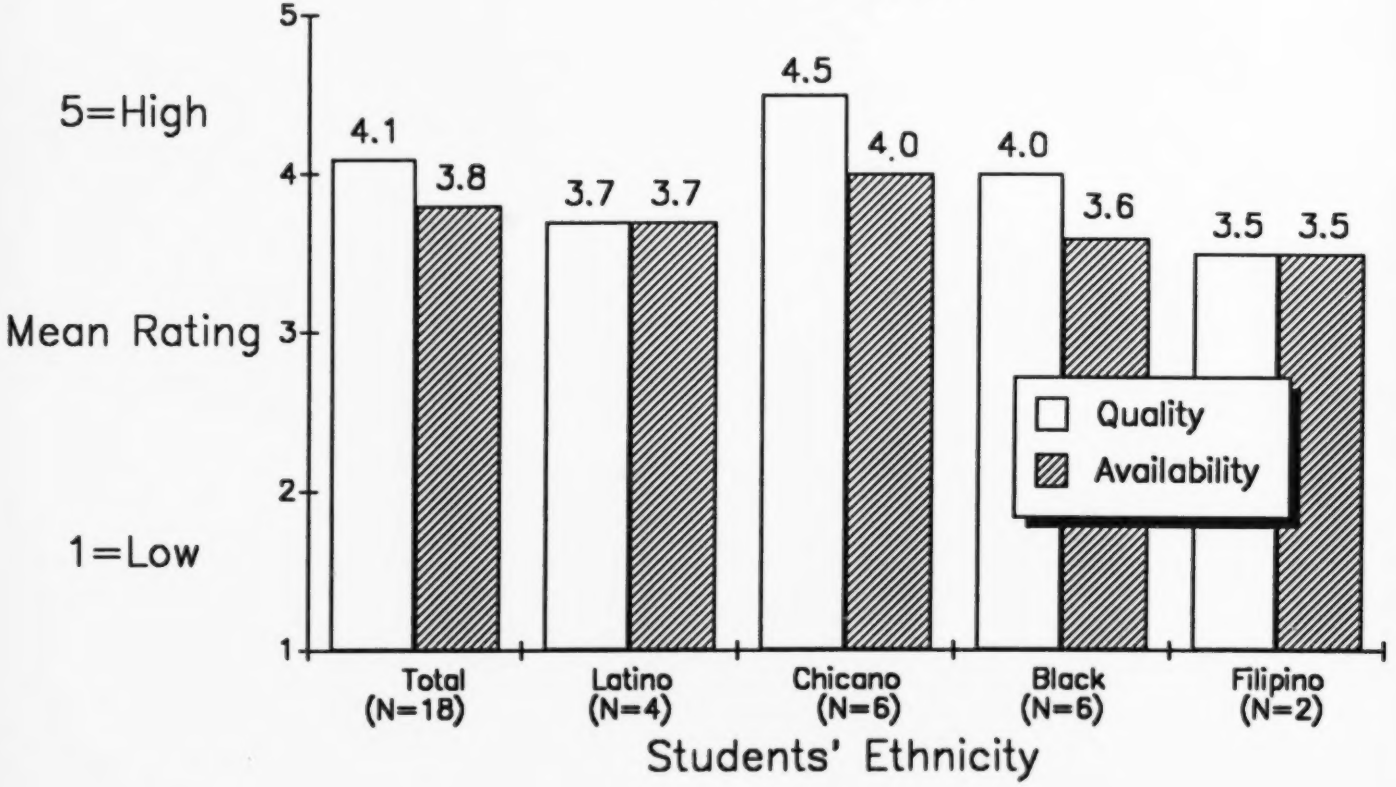
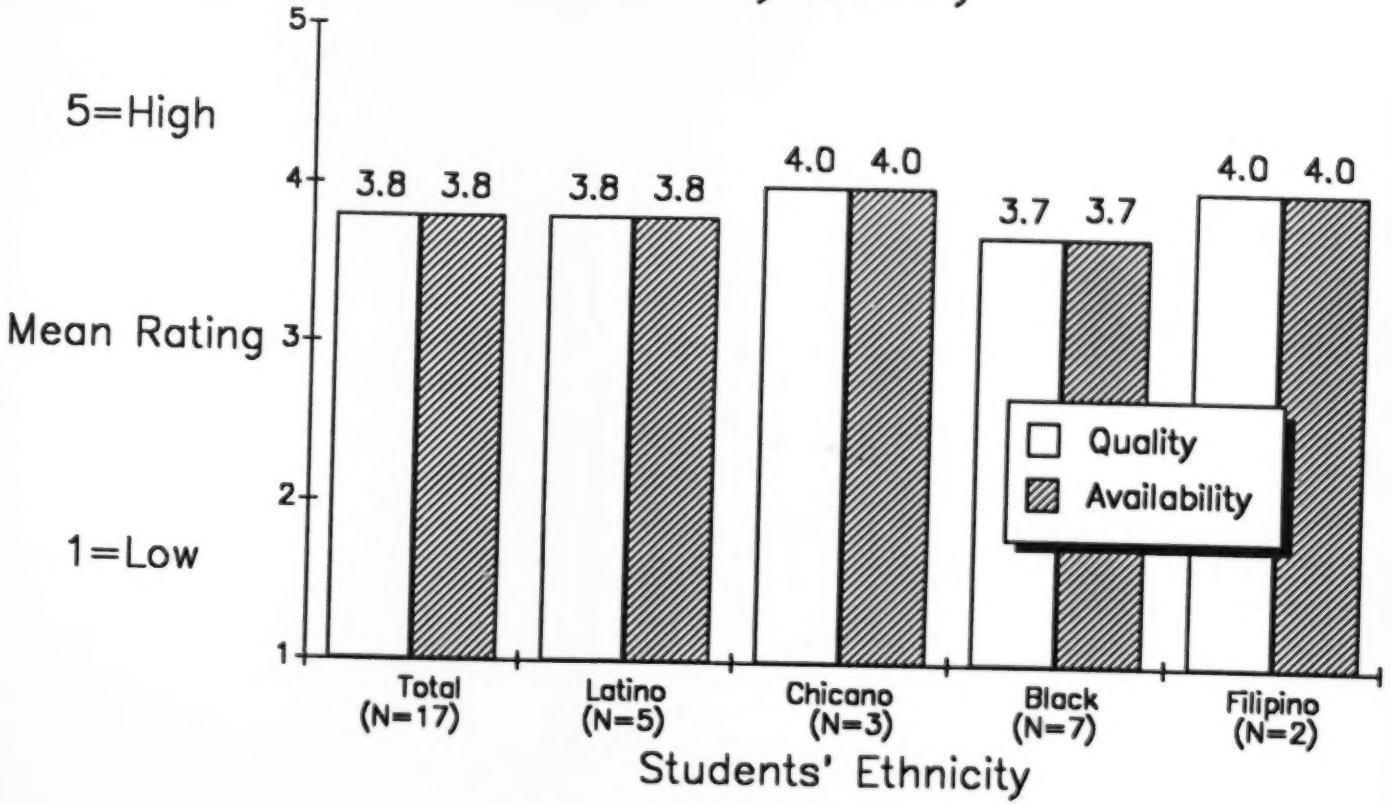


Figure 4
Transfer Students' Satisfaction
with AAP Counseling Services
by Ethnicity



Academic Performance. Students' academic performance at UCLA after having attended TSP is one indication of how well TSP prepared students to face the academic challenges and rigors of UCLA. Figure 5 presents the mean grade point averages (GPA) for Summer, Fall, and Winter quarters of the 1988-1989 academic year. **The mean GPA achieved by students during TSP (Summer '88) was 2.74; it fell slightly during the Fall quarter to 2.21, and then increased slightly to 2.32 in Winter quarter. The mean cumulative grade point average for Summer, Fall, and Winter was 2.46, or approximately a C+ average.**

Figure 6 presents student grade point averages, by ethnicity. **For all three quarters (Summer, Fall, and Winter), White students maintained the highest GPA. While no one ethnic group consistently performed the lowest, Filipino and Latino students did, however, tend to perform the lowest, in relation to the other ethnic groups.** For only one quarter, Winter 1989, was there a statistically significant difference between grades among the five ethnic groups ($p<.05$). For the other two quarters (Summer and Fall), only slight differences were found among the groups. For White, Black, and Chicano students, grades declined between Summer and Fall quarters, but increased between Fall and Winter quarters. For Latino and Filipino students, grades declined between Summer and Fall quarters, and then declined again between Fall and Winter quarters. **The cumulative grade point average of students, by ethnicity, revealed that White students had the highest GPA (3.00), followed by Black students (2.49), Chicano students (2.40), Latino students (2.26), and then Filipino students (2.10). Compared to the 1988 cohort of FSP students, White, Chicano, Latino, and Filipino TSP students performed lower than their FSP counterparts.**

Figure 7 presents student grade point averages, by gender. **For Fall and Winter quarters, female students performed slightly higher than male students, and for Summer quarter, male students performed slightly higher than female students. There was no statistically significant difference between grades for all three quarters. Compared to the 1988 cohort of FSP students, males performed higher than female students in all three quarters (Summer, Fall, and Winter).** For both genders, grades declined between Summer and Fall quarters, then increased slightly between Fall and Winter quarters.

When grade point average in broken down by area of study (see Table 7), the cumulative GPAs reveal that Engineering students' achieved the highest GPA (2.79), followed by Fine Arts students (2.79), and then Humanities students (2.60). Life Science, Social Science, and Physical Science students all achieved a GPA below 2.50 (2.30, 2.35, and 2.43, respectively). Social Science and Physical Science showed a steady decline in GPA between Summer, Fall, and Winter quarters. In all other cases, there was a decline in GPA between Summer and Fall quarters and an increase in GPA between Fall and Winter quarters.

Within the last section of the *FSP/TSP Final Questionnaire*, students were asked to indicate how often they attended their Fall quarter lecture and quiz/discussion sections. **When asked how often they attended lecture sections (see question #17), 82% indicated that they attended lecture sections 100% or almost 100% of the time, 15% indicated that they attended lecture sections approximately 75% of the time, and only 4% indicated that they attended lecture sections approximately 50% of the time or less.** Males tended to attend lecture sections on a more frequent basis (attending approximately 100% or 100% of the time; males, 85% and females, 79%). Additionally, Chicano and Latino students attended lecture sections on a more frequent basis than Black or Filipino students.

When Fall lecture attendance is broken down by cumulative grade point average (see Figure 8), it is clear that the more students attended lectures, the more likely they were to receive a higher grade. **Of those students who attended approximately 100% of the lecture sections, no students maintained an "A" average, 47% maintained a "B" average, 47% maintained a "C" average, and only 6% maintained a "D" average. Of those students who attended lecture sections approximately 75% of the time, no students maintained an "A" average, 25% a "B" average, 50% a "C" average, and 25% a "D" average. And, of those students who attended lecture sections 50% of the time or less, no students maintained**

Figure 5
Transfer Students'
Grade Point Averages

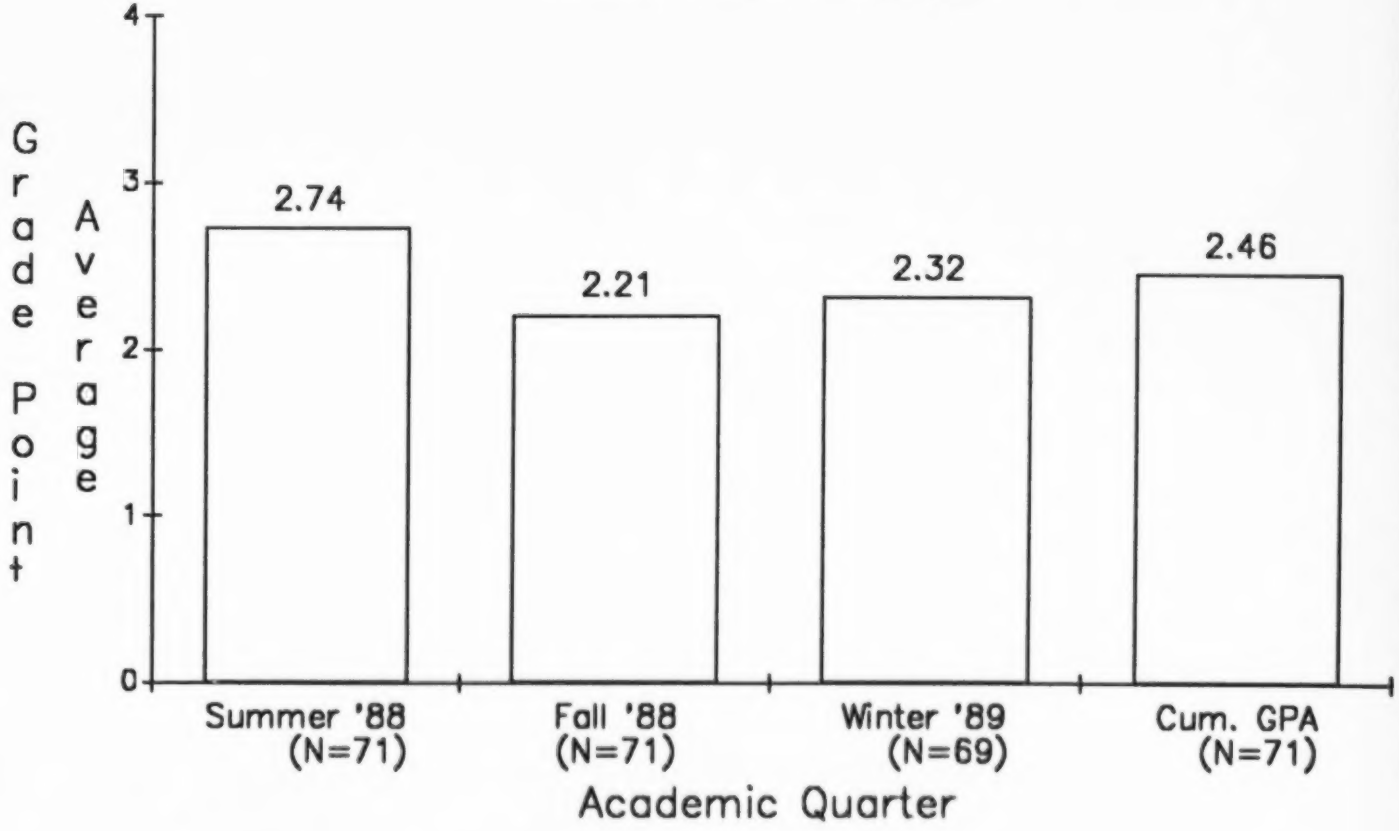


Figure 6
Transfer Students'
Grade Point Averages
by Ethnicity

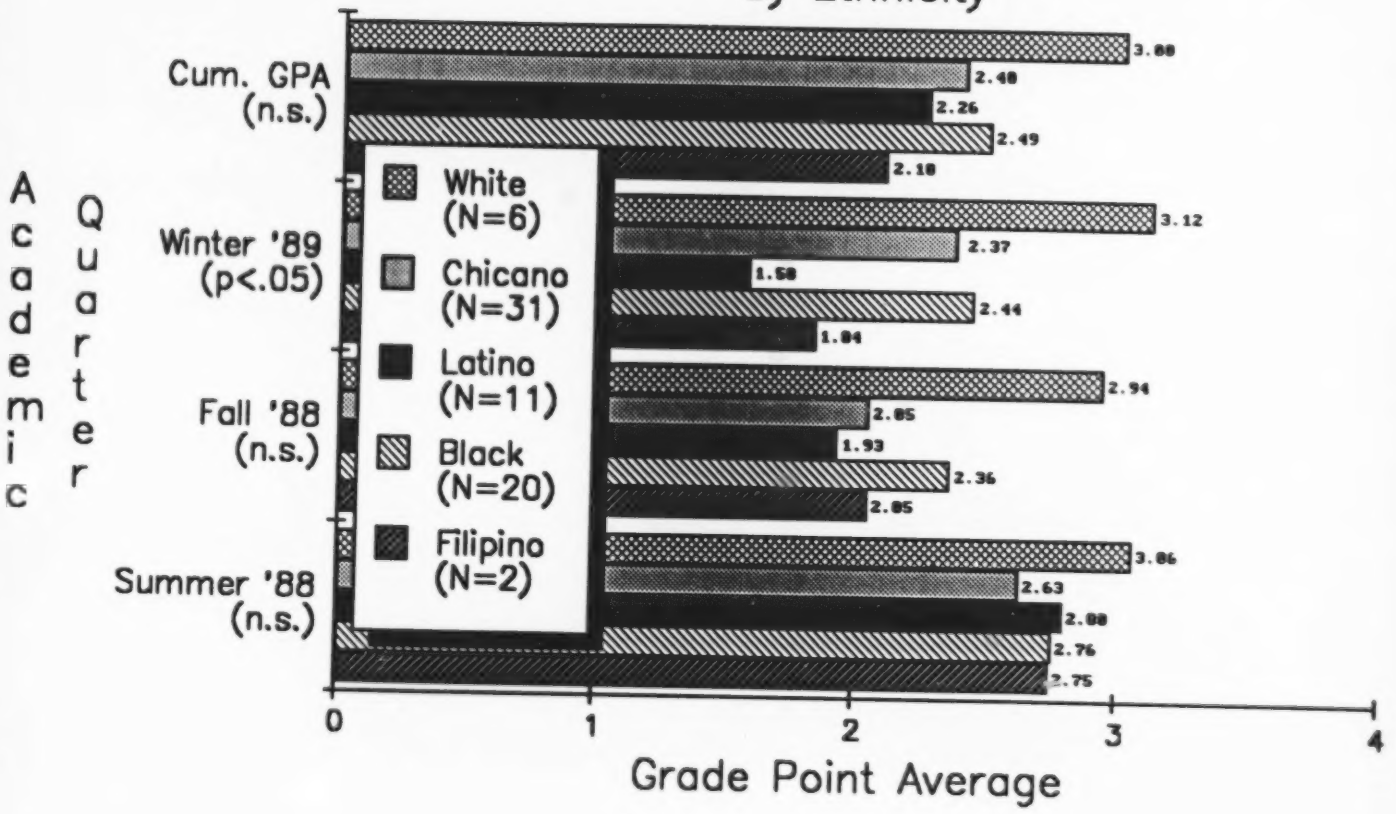


Figure 7
Transfer Students'
Grade Point Averages
by Gender

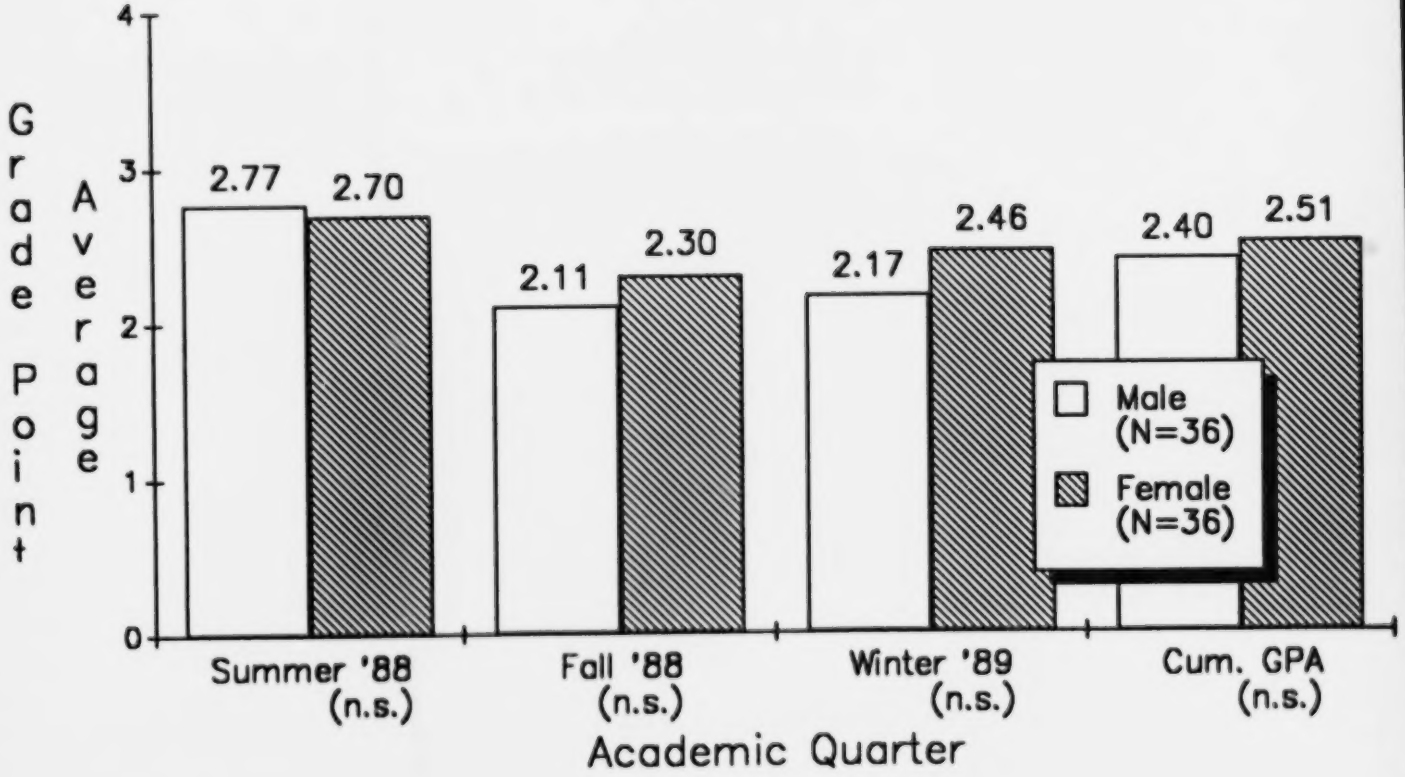
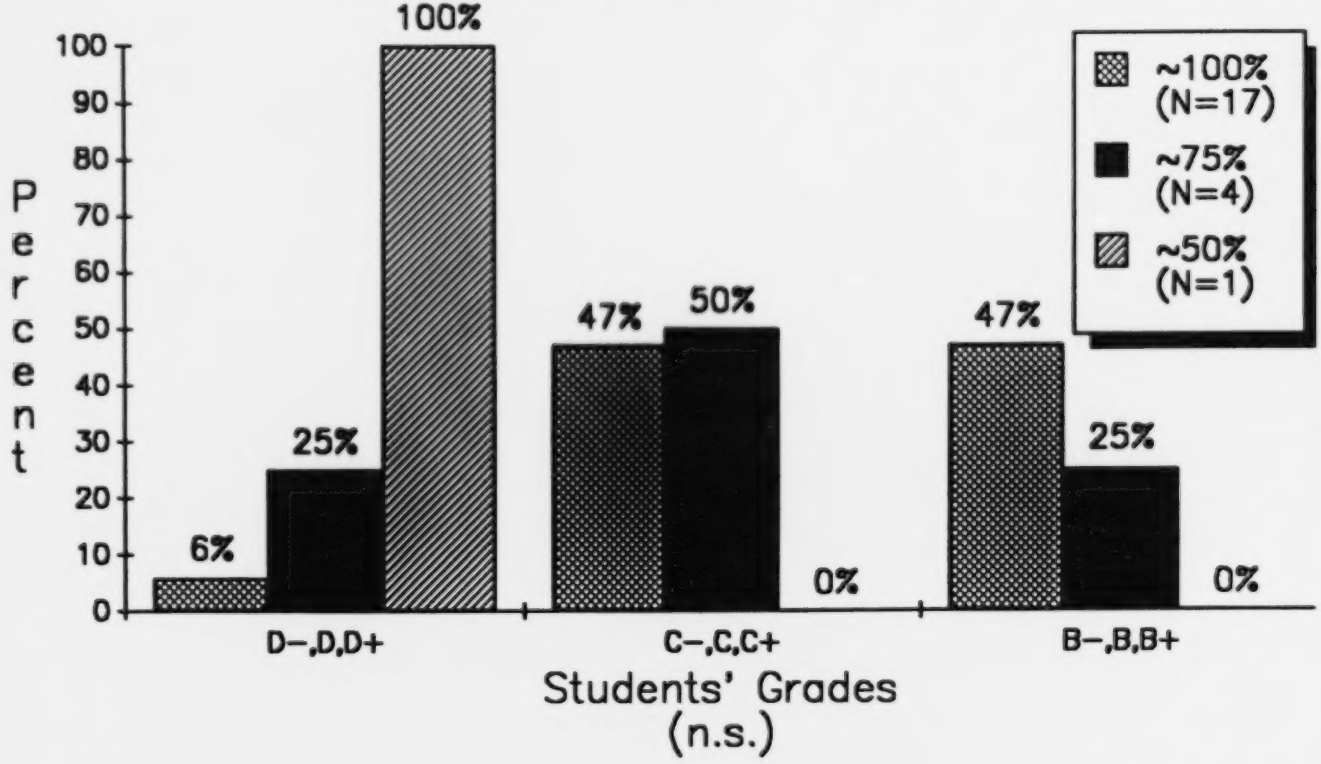


Table 7
Distribution of TSP Students Within Area of Study by Grade Point Averages

Area of Study	Cum. GPA	Summer Q 88 GPA	Fall Q 88 GPA	Winter Q 88 GPA
College of Letters and Science				
Humanities	2.60	2.92	2.47	2.52
Life Science	2.30	2.40	1.60	2.29
Physical Science	2.43	2.81	2.07	2.02
Social Science	2.35	2.78	2.29	1.99
School of Engineering	2.79	3.15	2.63	2.71
School of Fine Arts	2.70	2.55	2.82	2.93
	(N=63)	(N=63)	(N=63)	(N=63)

Figure 8
Transfer Students'
Fall Lecture Attendance
by Cumulative Grade Point Average



either an "A", "B", or "C" average, while 100% maintained a "D" average. Because of the positive relationship between attending lecture sections and maintaining a high grade point average, AAP and L&S administrators should stress the importance of lecture attendance.

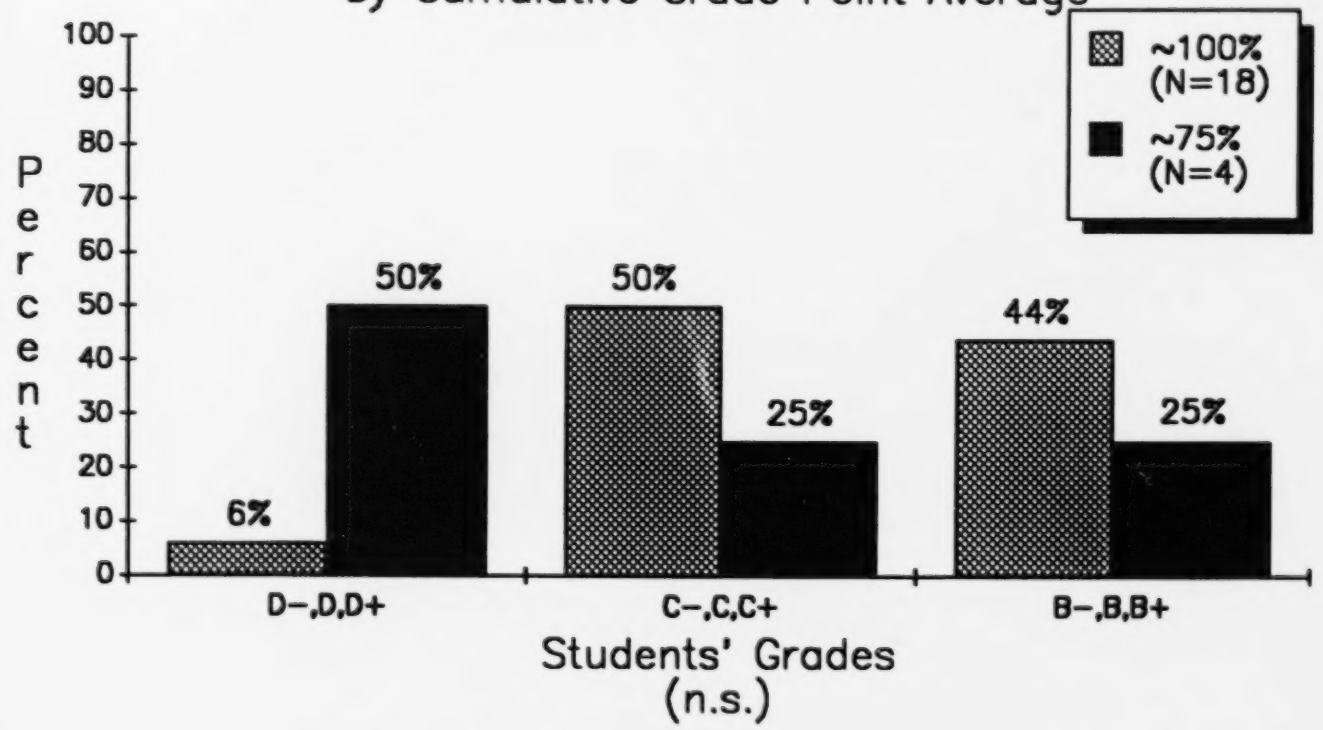
Students were also asked how often they attended their Fall quarter quiz/discussion section (see question #18). Of those students who had quiz/discussion sections, all students either attended 100% or almost 100% of the time or approximately 75% of the time (82% and 18%, respectively). Again, males attended quiz/discussion sections more frequently than females, and Blacks and Latinos attended more frequently than Chicanos and Filipinos. When Fall discussion section attendance was broken down by GPA (see Figure 9), it is clear that the more frequently students attended their quiz/discussion sections, the more likely they are to get higher grades. **In comparison to the 1988 cohort of FSP students, TSP students attended both lecture sections and quiz/discussion sections on a much more frequent basis.**

Conclusions. *The mean GPA achieved by students during FSP/TSP (Summer '88) was 2.74, it fell substantially during the Fall quarter to 2.21, and then increased slightly to 2.32 in Winter quarter. The mean cumulative GPA for Summer, Fall, and Winter quarters was 2.46, or approximately a C+ average. For all three quarters (Summer, Fall, and Winter), White students performed the highest, while Filipino and Latino students performed the lowest. Filipino and Latino students showed a decrease in GPA from Summer to Fall, and then again from Fall to Winter. White, Black and Chicano students, on the other hand, showed a decrease in GPA between Summer and Fall quarters, then showed an increase in GPA between Fall and Winter quarters. And, for all Fall and Winter quarters, female students maintained a slightly higher GPA than male students. When asked how often the students attended Fall lecture sections, 82% indicated that they attended lecture sections 100% or almost 100% of the time, 15% attended lecture sections approximately 75% of the time, and only 4% attended lecture sections approximately 50% of the time or less. When students were asked how often they attended discussion/quiz sections, 82% indicated that they attended the sections 100% or almost 100% of the time and 18% attended quiz/discussion sections approximately 75% of the time. Attending quiz/discussion and lecture sections was positively related to a high GPA.*

Persistence Rates. A second indicator of the success of TSP is the percentage of students who have persisted at UCLA up to the Spring quarter. **Only four percent (4%) of the students left UCLA either during or at the end of Fall quarter and only 2% left UCLA either during or after Winter quarter.** That is to say, 94% of the TSP students continued into the Spring quarter. When the persistence rate is broken-down by cumulative grade point average, **students who left during or after Fall quarter maintained a GPA of 1.04, students who left during or after Winter quarter maintained a GPA of 0.80, and students who continued into Spring quarter maintained a GPA of 2.45.** Clearly, grades played an important role in a students' decision to persist.

Conclusions. *Ninety-four percent of the TSP students continued at UCLA through Spring quarter of the 1988-1989 academic year. When the cumulative grade point averages of persisters and non-persisters are compared, students who persist have a much higher cumulative grade point average, compared to those who do not persist (1.0 vs. 2.45).*

Figure 9
Transfer Students'
Fall Discussion Section Attendance
by Cumulative Grade Point Average



RECOMMENDATIONS

(1) To fulfill the academic goals and objectives of FSP/TSP, administrators should:

- o Place more academic demands on TSP students so that they will be able to make an easy transition from FSP/TSP to regular academic life;
- o Stress the importance of attending lecture and discussion sections; and
- o Improve the departmental counseling services provided to students.

(2) To aid students in their social and cultural adjustment to UCLA, administrators should:

- o Encourage students to participate in campus activities designed specifically for transfer students;
- o Provide students with a description of all available campus resources;
- o Encourage TSP students, particularly Black and Chicano students, to utilize general campus and AAP resources; and
- o Assist students during Summer Programs to secure on-campus employment for the academic year.

Appendix I

TRANSITION PROGRAMS FOR TRANSFER STUDENTS

Transfer Intensive Program (TIP). TIP offers students the opportunity to enroll in paired English composition and a general education courses during the junior year. The program has the active involvement of an L&S counselor and the Writing Programs.

Transfer Summer Program (TSP). TSP provides an intensive academic and social experience for transfer students from underrepresented groups. Through evaluation, including a follow-up study, the program remains accountable to the academic and social adjustment of the students.

Transfer Student Association (TSA). TSA is a recognized Student Government Organization at UCLA with tremendous campus support. The TSA and Letters and Science fall reception provides an immediate welcoming to campus to new transfer students. On-going participation in TSA provides a support group for continuing students and a united voice for transfer student needs.

Letters and Science and Academic Advancement Program Transfer Counseling. Transfer students' academic planning is addressed at orientation by counselors who understand the problems of transfer student transition. Students are provided with degree checks so that they can immediately petition for any problems in the acceptance of credit for their courses and can begin appropriate planning for a degree in their major.

Transfer Alliance Program (TAP). TAP holds a reception in the fall to welcome students to campus and to find out how well students are adjusting and how well the community college programs prepared them for UCLA. Faculty from the community colleges are invited to attend and talk with their former students.

Departmental Efforts. Most of the departmental undergraduate counselors are very aware of the adjustment issues of transfer students. Many times counselors suggest informal strategies, such as sitting in on sections of courses or labs, to increase the likelihood of student success. Departments such as Geography have pre-admissions receptions for faculty and potential transfer students to make students feel immediately welcome on campus. Departmental sensitivity to articulation is illustrated by the Chemistry Department's decision to review the needs of transfer students when organic chemistry was moved to the upper-division.

Letters and Science Petitions Committee. Letters and Science counselors meet weekly to review requests from all students, and are particularly sensitive to incoming transfer students' needs for evaluation of credit for general education and pre-major courses.

Alumni Association Scholarship Recipients. The Alumni Association awards scholarships of $1,000 - $2,500 to transfer applicants from California Community Colleges. Recipients become members of the ALumni Scholars Club which invites them to special activities and offers them the opportunity of using the Club as a home base on campus. Community College Alumni Scholars also have access to the Division of Honors Counseling services and guaranteed first year on-campus housing.

Appendix II

FSP/TSP FINAL QUESTIONNAIRE

WINTER 1988-1989

The information in this questionnaire is being collected as part of the 1988 evaluation of FSP/TSP. We are asking you to participate in this project in order to gain some insights on how students were affected by FSP/TSP.

Identifying information has been added in order to make follow-up studies possible. Your individual responses to questions will be *strictly confidential.*

YOUR RESPONSES WILL NOT BECOME PART OF YOUR STUDENT RECORD.

THANK YOU FOR YOUR PARTICIPATION!
PLEASE RETURN YOUR COMPLETE D QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE

FSP/TSP FINAL QUESTIONNAIRE - WINTER 1988-1989

Indicate whether you: (1) *STRONGLY DISAGREE*, (2) *DISAGREE*, (3) are *NEUTRAL*, (4) *AGREE*, or (5) *STRONGLY AGREE* with each of the following statements:

Circle only one response for each item.

(5) - STRONGLY AGREE
(4) - AGREE
(3) - NEUTRAL
(2) - DISAGREE
(1) - STRONGLY DISAGREE

1. FSP/TSP has increased my confidence as an incoming UCLA student.	1	2	3	4	5
2. My social adjustment to UCLA has been aided through FSP/TSP.	1	2	3	4	5
3. My academic adjustment to UCLA has been aided through FSP/TSP.	1	2	3	4	5
4. My cultural adjustment to UCLA has been aided through FSP/TSP.	1	2	3	4	5
5. FSP/TSP helped me to understand more clearly what is needed to succeed academically at UCLA.	1	2	3	4	5
6. FSP/TSP has helped me to increase control over my academic future.	1	2	3	4	5
7. Overall, FSP/TSP has aided my transition to UCLA.	1	2	3	4	5
8. I was able to keep up in <u>most</u> of my fall quarter classes.	1	2	3	4	5
9. On average, my fall classes were more difficult than I expected them to be.	1	2	3	4	5
10. On average, my fall classes were easier than I expected them to be.	1	2	3	4	5
11. My goal is to graduate from UCLA.	1	2	3	4	5
12. I consider myself a member of the UCLA community.	1	2	3	4	5
13. Academically, I found it more difficult during fall quarter than during FSP/TSP.	1	2	3	4	5

14. Because of my experiences **DURING FSP/TSP,** I consider myself (1) *POORLY PREPARED,* (2) *ADEQUATELY PREPARED,* or (3) *WELL PREPARED* in each of the following areas:
Circle only one response for each item.

(3) - WELL PREPARED
(2) - ADEQUATELY PREPARED
(1) - POORLY PREPARED

a.	My composition and writing skills.	1	2	3
b.	My ability to ask questions in class.	1	2	3
c.	My ability to take good, complete notes in class.	1	2	3
d.	My ability to understand what is covered in class.	1	2	3
e.	My logical reasoning skills.	1	2	3
f.	My quantitative math skills.	1	2	3
g.	My ability to assess my academic strengths and weaknesses.	1	2	3
h.	My ability to consider new fields of learning.	1	2	3
i.	My ability to understand and relate to others.	1	2	3
j.	My ability to manage my time.	1	2	3

15. Looking back on **FALL QUARTER,** please indicate whether you are: (1) *VERY DISSATISFIED,* (2) *DISSATISFIED,* (3) *NEUTRAL,* (4) *SATISFIED,* or (5) *VERY SATISFIED* with each of the following areas. If you did not come in contact with any of the items below, please circle (9) *NOT APPLICABLE.*
Circle only one response for each item.

(9) - NOT APPLICABLE
(5) -VERY SATISFIED
(4) - SATISFIED
(3) - NEUTRAL
(2) - DISSATISFIED
(1) - VERY DISSATISFIED

ACADEMIC - FALL 1988

a. Math/Science Faculty:							
	QUALITY	1	2	3	4	5	9
	AVAILABILITY	1	2	3	4	5	9
b. English/Writing Faculty:							
	QUALITY	1	2	3	4	5	9
	AVAILABILITY	1	2	3	4	5	9
c. General Education Faculty:							
	QUALITY	1	2	3	4	5	9
	AVAILABILITY	1	2	3	4	5	9
d. Teaching Assistants:							
	QUALITY	1	2	3	4	5	9
	AVAILABILITY	1	2	3	4	5	9

(9) - NOT APPLICABLE
(5) - VERY SATISFIED
(4) - SATISFIED
(3) - NEUTRAL
(2) - DISSATISFIED
(1) - VERY DISSATISFIED

e. AAP Tutorial Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
f. ARC Tutorial Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
g. Departmental Advisor:						
Transfer Students ONLY						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9

STUDENT SUPPORT SERVICES - FALL 1988

h. AAP Counseling Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
i. ASK Counseling Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
j. College Counseling Services:						
L & S, Engineering, or Fine Arts						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
k. Campus Psychological Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
l. Freshman/Sophomore GE Professional Seminars:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
m. Library Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
n. Financial Aid Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9
o. Office of Residential Life Services:						
QUALITY	1	2	3	4	5	9
AVAILABILITY	1	2	3	4	5	9

16. During a ***typical week*** of ***FALL QUARTER***, how much time did you spend doing the following activities:
Circle only one response for each item.

(5) - 21 or more Hours
(4) - 16 to 20 Hours
(3) - 11 to 15 Hours
(2) - 6 to 10 Hours
(1) - 1 to 5 Hours
(0) - None

a.	Use the UCLA Libraries	0	1	2	3	4	5
b.	Study Alone	0	1	2	3	4	5
c.	Study in a group	0	1	2	3	4	5
d.	Utilize AAP tutorial services	0	1	2	3	4	5
e.	Utilize AAP counseling services	0	1	2	3	4	5
f.	Utilize campus counseling services, other than AAP	0	1	2	3	4	5
g.	Utilize campus tutorial services, other than AAP	0	1	2	3	4	5
h.	Socialize with friends	0	1	2	3	4	5
i.	Participate in student clubs and activities	0	1	2	3	4	5
j.	Participate in recreational or sports activities	0	1	2	3	4	5
k.	Work on-campus (for pay)	0	1	2	3	4	5
l.	Work off-campus (for pay)	0	1	2	3	4	5
m.	Take care of family responsibilities	0	1	2	3	4	5
n.	Commute to campus	0	1	2	3	4	5

17. On average, I attended my *FALL QUARTER* lecture sections...

1. 100% or almost 100% of the time
2. Approximately 75% of the time
3. Approximately 50% of the time
4. 25% of the time or less

18. On average, I attended my *FALL QUARTER* quiz/discussion sections...

1. 100% or almost 100% of the time
2. Approximately 75% of the time
3. Approximately 50% of the time
4. 25% of the time or less
5. I did not have any quiz/discussion sections

19. Are you planning to utilize any AAP Services during the rest of this academic year?
    1. Yes
    2. No
    3. Not Sure

If No or Not Sure, any reason(s) why not?

_____

_____

_____

_____

_____

20. Are you:
    1. Male
    2. Female

21. Are you:
    1. White/Caucasian
    2. Black/Negro/African-American
    3. American Indian
    4. Chicano /Mexican-American
    5. Latino
    6. Filipino
    7. Other (please specify _____)

22. Are you a:
    1. Freshman student
    2. Transfer student

23. How many courses and units did you take during the ***FALL QUARTER***?

_____ Courses _____ Units

24. Do you consider yourself an AAP student?
    1. Yes
    2. No

USE THE BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION

FSP/TSP - 12/88

ERIC Clearinghouse for Junior Colleges NOV 10 1989